

11-8-2004

University of Northern Iowa Faculty Senate Meeting Agenda, November 8, 2004

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UNIVERSITY OF NORTHERN IOWA FACULTY SENATE
Agenda for Meeting of November 8, 2004
3:15 P.M. Presidential Room Maucker Union

CALL TO ORDER

APPROVAL OF MINUTES

Minutes of the October 25, 2004 meeting

ANNOUNCEMENTS

1. Call for Press Identification
2. Comments from Provost Podolefsky
3. Comments from Faculty Chair, Dan Power
4. Comments from Chair Bankston

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

869/779 Liberal Arts Core Committee Annual Report for
2003 - 2004 Academic Year

NEW BUSINESS

ONGOING BUSINESS

Faculty Development/Resources

CONSIDERATION OF DOCKETED ITEMS

ADJOURNMENT

UNIVERSITY OF NORTHERN IOWA FACULTY SENATE

Calendar item 869

Docket Number _____

Title: Liberal Arts Core Committee Annual Report for 2003-2004

Academic Year

Standard Motions

- ____ 1. Place at head of docket, out of regular order.
- ____ 2. Docket in regular order.
- ____ 3. Docket because of special circumstances for _____
And notify sender(s).
- ____ 4. Refer to (standing committee) _____
- ____ 5. Refer to (administrative officer) _____
- ____ 6. Refer to (ad hoc committee) _____
- ____ 7. Return to petitioner with request for a more specific proposal.
- ____ 8. Return to petitioner with request for additional information and documentation.
- ____ 9. Return to petitioner because of decision not to docket at this time.
- ____ 10. Other procedural disposition _____

NOTES

MEMORANDUM

TO: University Faculty Senate

FROM: Beverly Kopper
Coordinator, Liberal Arts Core

SUBJECT: Annual Report from the Liberal Arts Core Committee
2003-2004 Academic Year

DATE: May 1, 2004 (Approved 10/15/04)

Part of the mission of the University of Northern Iowa is to provide a diverse, dynamic learning environment that is founded on a strong liberal arts curriculum. Objective 1.3 in the 2001-2006 Strategic Plan is to strengthen the UNI general education program and simultaneously increase understanding of and commitment to the role and value of a liberal arts education as the foundation of a university education. The Liberal Arts Core (LAC) Committee worked diligently during the 2003-2004 academic year to meet this objective by focusing on the following areas: (1) enhancing the overall LAC; (2) completing category reviews; and (3) developing a comprehensive student outcomes assessment program. The activities undertaken and completed related to these areas are discussed below. Future directions and concerns of the Committee are also discussed. The final paragraphs list the Committee members for the 2003-2004 academic year.

Enhancing the Overall LAC

The overall principles that guide the LAC Committee's work include a commitment to enhancing the LAC and ensuring quality and academic excellence within the Core. These principles are based upon the belief that the LAC forms the foundation for the University's undergraduate programs and that the success of the LAC is ultimately reflected in the extent to which UNI graduates go on to lead lives that are thoughtful, productive, personally meaningful, and socially responsible. The seriousness of these principles is evident in the nature of the work of the Committee members as they put aside their disciplinary allegiances and address issues that are of university wide importance.

The specific LAC issues related to these principles have been noted in past Annual Reports and continue to be a central focus of the Committee's deliberations regarding new course proposals, the evaluation of the Core, and recommendations for change. These issues include: (1) ensuring consistency and quality across multiple sections of LAC courses; (2) maintaining appropriate class sizes, particularly in writing intensive and highly interactive courses; (3) increasing the number of LAC courses taught by tenure and tenure-track faculty;

and (4) reducing the registration difficulties faced by students regarding LAC courses. The LAC Committee is also cognizant of the need to increase the understanding and support of the LAC among students, faculty, staff and parents.

Evaluation of the LAC

The principles noted above were a central focus of the discussions regarding the recommendations and requests from the MGT, Board of Regents, and the University Faculty Senate. The MGT recommended that "The University of Northern Iowa should evaluate its general education requirements and reduce the number of required hours to a level more in line with the other Iowa universities and similar universities in other states". The Board of Regents recommended that, "The University of Northern Iowa should evaluate its general education requirements". The University Faculty Senate requested that the LAC Committee proceed with discussions regarding Capstone and an evaluation of the Core as a whole and a possible reduction in hours and report recommendations to the Senate during the Fall 2003 Semester.

The LAC Committee examined the general education requirements at our peer institutions and found that the average total hours for General Education programs was 37, for Humanities 6, and for Social Sciences 5. The LAC Committee had extensive discussions of the LAC and a possible reduction in the number of hours required. The process involved in the development of a proposal for University Faculty Senate consideration is outlined below:

Summer 2003:

LAC Coordinator discussed the LAC Committee activities with the CSBS Department Heads at the request of the Dean.

Fall, 2003:

September-October: LAC Committee continued discussions of the LAC.

October: LAC Committee developed a draft discussion proposal regarding changes to the LAC.

October/November: LAC Committee members consulted with:

- CSBS Senate
- CSBS Dean
- Non-Western Cultures Faculty
- Personal Wellness Faculty
- Academic Affairs Council
- NISG

November: LAC Committee revised the draft discussion proposal based on feedback obtained during the consultative sessions. Liberal Arts Core Proposal and accompanying documents (Draft for Discussion: 11/14/03; see Appendix A) submitted to the University Faculty Senate for review and discussion.

November: LAC Committee provided the University Faculty Senate with their Report on revising the Core.

December: The Senate requested that the LAC Committee meet with all College Senates to discuss the LAC Proposal.

January/February: The LAC Committee members met with all College Senates, NISG and the Department of Design, Family & Consumer Science.

Spring, 2004:

January-March: LAC Committee continued to update the University Faculty Senate.

March: LAC Committee revised the draft proposal based on feedback obtained from the College Senates, NISG, Department meetings and input received from other interested parties. A Memorandum regarding the LAC Proposal Liberal Arts Core Proposal (3/4/04; see Appendix B) and the Draft for Discussion (3/8/04; see Appendix C) was submitted to the University Faculty Senate for their review and discussion. The proposal included the following recommendations:

1. That the Core Competencies Category I be established to include Reading and Writing, Speaking and Listening, Quantitative Techniques and Understanding, and Personal Wellness.
2. That the Social Sciences Category be reduced by 3 hours with students required to take one course from Group A. Individual & Cultural Perspectives and one course from Group B. Institutional & International Perspectives for a total of 6 hours.
3. That the new Capstone model as outlined in the Capstone Proposal and FAQs about the New Capstone Model (2/23/04; see Appendix D) be adopted as a separate category (VI) with this requirement being reviewed by the Liberal Arts Core Committee after a period of three years.

April: LAC Committee members attended the University Faculty Senate meetings to discuss the LAC recommendations. The University Faculty Senate approved recommendations 1 and 3; recommendation 2 was not approved. The approved changes are reflected in The 2004 Liberal Arts Core as outlined in Appendix E.

Additional LAC Activities

The LAC Committee reviewed several new LAC course proposals including Math in Decision Making for Elementary Education Teaching majors; Molecules & Life; Humanities I, II & III; Science, Mathematics & Technology in America; Bio-medical Ethics; and Perspectives on Death & Dying. The LAC Committee also provided input to the Associate Provost on the Carver Grant designed to fund Innovations in College Teaching: Using Educational Technology and Faculty Learning Communities To Enhance Learning in the Liberal Arts Core.

The LAC Coordinator continued to focus on activities designed to increase understanding of and commitment to the role and value of a liberal arts education as the foundation of a university education at UNL. In presentations to parents of new first year and transfer students during winter, spring, summer and fall orientation sessions, the Coordinator discusses the importance of the LAC. The importance of the LAC is also discussed with all first-year students, during these orientation sessions, in addition to their parents. The Coordinator also discusses the LAC with the summer orientation faculty advisors and student staff.

The Coordinator continued to meet with the Academic Advising Advisory Council to discuss the activities of the LAC Committee, receive feedback from the advisors, and discuss ways of improving the LAC. These types of meetings are seen as an important means of enhancing the overall effectiveness of the Core by opening up communication lines and facilitating collaboration among those involved in the various aspects of the Core. The Coordinator, in conjunction with the Associate Provost, also maintains contact with the Registrar, Associate Registrar and Director of Academic Advising during the registration process to monitor the LAC course enrollment patterns and course needs.

Completing the Category Reviews

A central responsibility of the LAC Committee is to oversee the category review process. The category review schedule is outlined in Appendix F.

2003-04 Reviews

On October 27, 2003 the Category 4 (Social Sciences) Review Report and the Committee's recommendations (Category 4 (Social Science) Review Summary; see Appendix G) were presented to the University Faculty Senate. The Category 4 Review Report was also distributed to Provost Podolefsky, Associate Provost Koch, and Dean Wallace. The LAC Committee commended the Category 4 Review Team for the quality of their report and the effort that was made in conducting the review.

Based upon the results of the review, the LAC Committee recommended that the faculty involved in multiple sections of courses meet to discuss issues of consistency and quality and to have a thoughtful discussion about the level at which these courses are being taught. The collective wisdom of the faculty

teaching these courses may lead to productive changes that might increase the quality and consistency of these multiple section courses, thus increasing the understanding and support of the LAC among students and faculty and decreasing the "just gen ed" perception noted in the review. The issues of core knowledge and curriculum offerings are of critical importance and important topics of discussion for the Category 4 faculty. The LAC Committee also suggested that the Category 4 instructors consider placing their course syllabi on the web to make this information easily accessible for students as well as faculty.

The LAC was fully supportive of the suggestion that smaller class sizes would be beneficial especially as this relates to increased writing opportunities.

The Report indicated that the first formal Student Outcomes Assessment of Category 4 would take place during the Fall 2003 semester and would be coordinated by the Associate Dean of the College of Social & Behavioral Sciences. The LAC Committee was fully supportive of this recommendation and looked forward to reviewing the results of the assessment and including this information in the North Central Association (NCA) of Colleges and Schools progress report on the General Education program and its assessment. Likewise, the Committee was fully supportive of the suggestion that student outcomes assessments be conducted in the Fall semesters of odd-numbered years.

The Category 5 (Communication Essentials) Review was being conducted during the 2003-2004 academic year. A member of the LAC Committee is serving as a liaison to the Review Team. The LAC Committee has received an oral report. The draft report will be received in October, 2004.

Future Reviews

The Personal Wellness Category Review is scheduled for the 2004-2005 academic year. A letter (1/26/04) regarding this was sent to Dean Cornett, COE that provided him with the necessary documents to complete the review. The LAC Category Review Procedures specify that the appropriate collegiate dean(s) from those faculty closely associated with the review area are to be appointed by March 1st. A member of the LAC Committee serves as a liaison to the Review Team.

The LAC Committee's experience with the category review process suggests that one of the most difficult tasks of the review is the development and implementation of a student outcomes assessment (SOA) plan. To facilitate this process, the LAC Category Review Procedures specify that the Category Review Team will participate in a meeting with the SOA Subcommittee of the LAC by March 15th. The Personal Wellness Category Review Team was appointed in April and the LAC SOA Subcommittee met with the Team on April 30, 2004.

Developing a Comprehensive Student Outcomes Assessment Program

The University is required to submit a progress report on the General Education program and its assessment on October 1, 2004 to our accrediting body, the North Central Association (NCA) of Colleges and Schools. As noted in previous annual reports, the LAC Committee has been working on developing a comprehensive student outcomes assessment program to evaluate the learning outcomes of the LAC and to address the concerns of the NCA accreditation team that, "There is a need to better integrate the assessment of student academic achievement, through outcomes assessment, across an integrated General Education curriculum (Final Report, 2/2001, p.57).

The overall plan includes assessment of student learning at two levels: (1) overall assessment of learning objectives for the Core; and (2) a review and assessment of student outcomes within each of the categories. Efforts to accomplish the first level of assessment of the Core included a pilot project using the Academic Profile, a standardized instrument that assists in the assessment of the outcomes of general education programs, to improve the quality of instruction and learning. This assessment pilot was conducted in August, 2003 with a sample of first year students and in the spring 2004 semester with a sample of upper level students.

The second level of assessment was to begin this academic year with the completion of the student outcomes assessment plan for Category 4 (Social Sciences) as indicated in the Category 4 Review and reported to the University Faculty Senate. As previously indicated, the first formal Student Outcomes Assessment of Category 4 was scheduled to take place during the Fall 2003 semester and was to be coordinated by the Associate Dean of the College of Social & Behavioral Sciences. The LAC Committee was informed by the Associate Dean of CSBS in April that "CSBS decided not [to] do SOA of Category IV this year. This means that the chances of there being 'results' from a SOA in October are not very good".

The LAC Committee anticipated including these data in the October NCA progress report to demonstrate the University's progress in addressing the concerns noted by the NCA accreditation team regarding the University's General Education program and its assessment. The University's progress report will now be lacking this critical information. The LAC Committee has learned from this process that the LAC student outcomes assessment procedures and the development of assessment practices related to the University's continuing accreditation will need to be reevaluated.

In order to remain up to date on issues of general education, assessment, and accreditation, the LAC Coordinator attended and presented at the Association of American Colleges and Universities' Conference on General Education and Assessment: Generating Commitment, Value, and Evidence. She also attended the 109th Annual Meeting of the North Central Association of Colleges and

Schools that focused on the university accreditation process, general education, and the assessment of learning outcomes.

Summary

The activities noted above have been undertaken to help reach goal 1.0, objective 1.3 of UNI's Strategic Plan (2001-2006) to strengthen the UNI general education program and simultaneously increase understanding of and commitment to the role and value of a liberal arts education as the foundation of a university education. It is also hoped that these efforts will address the concerns of the North Central Association of Colleges and Schools accreditation team that "there is a need to better integrate the assessment of student academic achievement, through outcomes assessment, across an integrated General Education curriculum...the current approach to the General Education program compromises its coherence and effectiveness" (Final Report, 2/2001, p.57).

These efforts also reflect the Committee's deep commitment to providing our students with a liberal arts education that develops students' integrative understanding of the knowledge and proficiencies needed for realizing one's potential, instilling a life-long desire to learn, and contributing to societal well-being. Likewise, the Committee hopes these activities also support faculty's efforts to provide our students with the knowledge and intellectual proficiencies that are characteristic of a liberal arts education and a well-educated person.

Future Directions & Concerns of the Committee

1. Improving program management and ensuring consistency and quality of LAC courses.
2. Developing a student outcomes assessment plan that will enhance the quality of the LAC.
3. Evaluating and improving the category review process.
4. Improving grading practices and standards.
5. Reducing the registration difficulties faced by students regarding LAC courses.
6. Increasing the number of LAC courses taught by tenure or tenure-track faculty.
7. Increasing the understanding and support of the LAC among students, faculty, staff and parents.
8. Integrating the purpose and goals of each Category into the individual courses taught in that category.
9. Maintaining appropriate class sizes, particularly in writing intensive and highly interactive courses.
10. Encouraging the development and evaluation of Capstone Experience courses.

Committee Membership: 2003-2004Voting Members

Kenneth Baughman	CHFA
Nadene Davidson	COE
Siobahn Morgan	CNS
Roy Sandstrom	CSBS
Jerry Smith (Vice Chair)	COBA
Alan Asher	Library
Cliff Chancey	University Faculty Senate
Nate Green	Student Representative

Non-voting Members

Beverly Kopper (Chair, Coordinator)	Academic Affairs
Reginald Green	Academic Advising
Susan Koch	Associate Provost
Philip Patton	Registrar
Lori VanHooreweghe	Academic Achievement

Appendix A: Draft for Discussion (11/14/03) and Accompanying Documents

Liberal Arts Core (LAC) Proposal: Fall, 2003

Introduction

Fall, 2002: MGT recommendation: "The University of Northern Iowa should evaluate its general education requirements and reduce the number of required hours to a level more in line with the other Iowa universities and similar universities in other states."

- University of Iowa: 38 hours
- Iowa State University: 34 hours
- Peer Institutions: average 37 hours

Fall, 2002: Board of Regents recommendation: "The University of Northern Iowa should evaluate its general education requirements."

April, 2003: University Faculty Senate requested that the LAC Committee proceed with these discussions and report recommendations to the Senate during the Fall, 2003 semester.

LAC Committee Goal: to evaluate the Core and reduce the number of total hours required while maintaining quality.

Major Changes in New Proposal (see Current Revised LAC; Revised LAC Proposal)

1. Reduction in hours from 47 to 42
2. Reorganization of the Core Categories
3. Personal Wellness Category merged into Core Competency Category
4. Humanities: students required to complete 2 of 3 3-credit courses
5. Expansion of course offerings in the Non-Western Cultures Category
6. Social Sciences Category reduced by 3 hours: 3 hours-individual & cultural perspectives; 3 hours-institutional perspectives.
7. Separate Category for Capstone & expansion of course offerings

Rationale for Changes

1. Reduction in hours: smoothes pathway to graduation
2. Reorganization: Core competencies highlighted at the beginning of the program
3. Personal Wellness Category merged into Core Competencies Category:
 - emphasizes the importance of this perspective

[Students who have NOT satisfied the LAC personal wellness requirement as of Fall 2003:
Senior: 278; Junior: 839; Sophomore: 1336; First-year: 2015]
4. Humanities: students required to complete 2 of 3 3-credit courses
 - more flexibility for students and faculty
 - more smaller sections taught by T/TT faculty
 - reduces scheduling difficulties
5. Expansion of course offerings in the Non-Western Cultures & Global Perspectives Category
 - expands course offerings which will help reduce the backlog and address the non-western faculty's concern that this course should be taken before students are in their junior or senior years.
 - includes non-western cultures course and two social science courses

[Students who have NOT satisfied the LAC non-western cultures requirement as of Fall 2003:
Senior: 361; Junior: 1143; Sophomore: 1723; First-year: 2243]

6. Social Science Category: reduced by 3 hours: 3 hours-individual & cultural perspectives; hours-institutional perspectives. Two social science courses merged with non-western cultures courses (see Table Academic Year 2002-2003 Official Course Enrollment; Category 4 Review Realignment Proposal; New Proposal Realignment)

-eliminates Group C: Topical Perspectives where 50% of the courses in the Group are not currently being taught

7. Separate Category for Capstone & expansion of course offerings(see Capstone Proposal):
-highlights the importance and university-wide nature of this course as originally designed (see Capstone General Education Course)

-expands course offerings which will help reduce the backlog

[Students who have NOT satisfied the Capstone requirement as of Fall 2003: Senior: 937; Junior: 2629; Sophomore: 2053; First-year: 2288]

The LAC Committee recommends that the Capstone Proposal previously submitted to the University Faculty Senate be approved.

Conclusion

The new proposal reduces the number of hours in the Core from 47 to 42 hours while maintaining the quality of the program and smoothing the pathway to graduation. The reorganization of Categories and requirements provides a more logical structure to the sequencing of categories and courses. The expansion of course offerings in the Non-Western Cultures & Global Perspectives and Capstone Categories helps address the top two backlogs that exist in the Core. The Capstone Experience provides students with a rich, integrative academic experience.

Other Recommendations

1. A new "departmental" identifier—say, 100—will be established for courses that are designed and taught to serve specific LAC purposes. For instance, all courses approved for the Capstone requirement, including 820:140, will be cross-listed with the LAC departmental identifier.

2. During its upcoming category review, the Personal Wellness course will be assessed in order to determine if one or both of the lab requirements can be decoupled from the lecture part of the course, to increase scheduling flexibility for students.

3. During upcoming category reviews, an assessment will be made of course contents and waiver policies for all Core Competency courses, with an eye towards allowing students who satisfy basic LAC standards to be exempted from related program requirements.

4. The LACC will promote the development of writing-intensive courses that qualified students can take in lieu of 620:005, College Reading and Writing. Of special interest for this purpose are courses that satisfy other important goals of the program—for instance, courses that teach critical thinking or which provide a multi-disciplinary perspective on science. Such courses would be LAC courses, offered initially on an experimental basis and then regularized as they prove fit.

5. The LACC will promote the development of inter-disciplinary "cornerstone" courses that serve program goals more directly than existing courses in a category. The social science, natural science, and non-Western cultures categories are the most likely homes of such courses, which would also be LAC courses, offered initially on an experimental basis.

Capstone Proposal

The Liberal Arts Core Committee (LACC) believes that the Capstone program, as a university-wide endeavor, is best organized as a distinct part of the Liberal Arts Core, within a new category (Category 7 rather than Category 3).

The LACC proposes that an integrative Liberal Arts Core experience is highly desirable during the junior or senior year as an aid in preparing UNI students for the complex world of ideas that should engage them during their lives as educated citizens. The LACC also understands that any Capstone experience must be sufficiently flexible in content to allow and encourage widespread participation by UNI faculty.

With this goal and this condition in mind, the LACC recommends that the Liberal Arts Core Capstone two-credit requirement be revised to provide each UNI undergraduate with a course selected from a list of courses approved by the LACC.

This course

- Will have enrollment limited to juniors and seniors;
- Will be attractive and accessible to students from a wide spectrum of disciplinary backgrounds;
- Will, at a minimum, either 1) integrate content from two or more diverse disciplines, or 2) emphasize service-based learning and provide engagement with communities outside UNI.

In identifying Capstone courses, the LACC will be guided by the following desirable course attributes. That the course

- Be intellectually challenging and promote development of higher-order thinking skills;
- Make student disciplinary diversity a strength of its design;
- Link theory to practice through applied problem-solving activities;
- Promote the development of skills and dispositions associated with self-directed, life-long learning.

The LACC recommends that this revision in Capstone be a requirement of all students who transfer to UNI or begin their undergraduate course work at UNI on or after the Fall 2004 semester.

Environment, Technology, and Society (820:140) will continue as a Capstone course. The LACC will approve other appropriate Capstone courses on a provisional basis at the earliest opportunity.

Capstone General Education Course
(Revised Proposal, January 23, 1986)

The multidisciplinary capstone course will required students to think about issues at a level where they must integrate scientific knowledge, economic and political realities, historical experiences, and moral, philosophical, and aesthetic values. Academic disciplines often encourage specialization; however, our students live and will work in a world where information from several disciplines must be integrated. Obviously, individuals cannot have all the specialized knowledge relevant to a decision in their private, work, or civic life. However, they must realize that such information is relevant and available. Students should also realize that issues involved moral choices and that information from several disciplines enables them to make more informed choices.

A multidisciplinary capstone course would accomplish several objectives: 1) facilitate a synthesis of the student's educational experience of the first three years; 2) emphasize the complexity and connectedness of the natural and social components of our environment; 3) develop an appreciation of the value of all academic disciplines in intelligent and informed decisions in our changing world; and 4) demonstrate that learning should not end at graduation but be a life-long process.

The capstone course should be a university-wide course with many sections taught by individuals from relevant disciplines. It should not be several courses housed in specific departments or colleges. The overall objectives of synthesizing information from many disciplines should apply to all sections, whether they are taught by natural scientists, social scientists, historians, philosophers, or others. Instructors must appreciate the contributions of many academic disciplines to the issues and be willing to assign material representing a variety of disciplinary viewpoints.

Each section should include students from a wide variety of majors to achieve a multidisciplinary class. Students with different majors will bring to the class different bodies of knowledge and different viewpoints.

The course will be defined by a list of books, monographs, and/or articles on topics and issues that exemplify the multidisciplinary, integrative objective. The reading materials and topics should meet the following criteria: 1) timely and timeless issues of importance; 2) issues involving information from many academic disciplines and difficult moral choices; each of our collegiate groupings of subjects should be represented; 3) demonstration of geopolitical diversity and the interdependence of countries. The list of reading materials should be developed and regularly updated by a committee of the faculty who teach the course and approved by the staff. Each instructor will have the option of including one book that is not on the list.

Individual sections should be small enough to allow lively discussion among students and to make possible the assignment of papers. Each section should read, discuss,

and write about the assigned material. The instructor will be more of a facilitator than a lecturer.

Since the purpose of this course is to integrate knowledge from many disciplines and to utilize collegiate-level skills in discussing significant issues confronting society, students taking this course must have completed at least 75 credit hours and their other Liberal Arts Core courses.

LIBERAL ARTS CORE PROPOSAL (Draft for Discussion; 11/14/03)

I. Core Competencies

12 hours

A. Reading and Writing (3 hours required)

Students with an English ACT of 25 or higher are exempted from 620:005 as a Liberal Arts Core requirement. College of Business majors are required to complete 620:005 as part of their program requirements.

- 620:005 College Reading and Writing, 3 hours
- 620:015 Expository Writing, 3 hours
- 620:034 Critical Writing About Literature, 3 hours

B. Speaking and Listening (3 hours required)

- 48C:001 Oral Communication, 3 hours

C. Quantitative Techniques and Understanding (3 hours required)

- 800:023 Mathematics in Decision Making, 3 hours
- 800:060 Calculus I, 4 hours
- 800:072 Introduction to Statistical Methods, 3 hours
- 800:092 Introduction to Mathematical Modeling, 3 hours

D. Personal Wellness (3 hours required)

- 440:010 Personal Wellness, 3 hours

II. Civilizations and Cultures

9 hours

A. Western Humanities

(Students must complete 2 of 3 courses-6 hours required)

- 680:021 Humanities I, 3 hours
- 680:022 Humanities II, 3 hours
- 680:023 Humanities III, 3 hours

B. Non-Western Cultures & Global Perspectives (3 hours required)

- 680:121 Russia/Soviet Union, 3 hours
- 680:122 Japan, 3 hours
- 680:123 Latin America, 3 hours
- 680:124 China, 3 hours
- 680:125 India, 3 hours
- 680:127 Middle East, 3 hours
- 680:128 Africa, 3 hours
- 680:132/990:132 Native North America, 3 hours
- 680:137/990:137 Native Central and South America, 3 hours
- 990:011 Culture, Nature & Society, 3 hours - TBR
- 970:040 World Geography, 3 hours - TBR
- xxxxxx Study Abroad: Immersion in a non-western culture - TBR
- xxxxxx Others, 3 hours - TBR

III. Fine Arts, Literature, Philosophy and Religion

6 hours

A. Fine Arts (3 hours required)*

- 420:034 Survey of Dance History, 3 hours
- 490:002 The Theatrical Arts and Society, 3 hours
- 520:020 Our Musical Heritage, 3 hours
- 520:030 Music of Our Time, 3 hours
- 600:002 Visual Inventions, 3 hours
- 600:004 Visual Perceptions, 3 hours

*590:011 may substitute for the Fine Arts requirement for all music majors

B. Literature, Philosophy, or Religion (3 hours required)

- 620:031 Introduction to Literature, 3 hours
- 640:024 Religions of the World, 3 hours
- 650:021 Philosophy: Basic Questions, 3 hours
- 720:031 Introduction to Francophone Literature in Translation, 3 hours
- 740:031 Introduction to German Literature in Translation, 3 hours
- 770:031 Introduction to Russian Literature in Translation, 3 hours
- 790:031 Introduction to Portuguese and Hispanic Literatures in Translation, 3 hours

IV. Natural Science and Technology

7 hours

Students are required to take a course with a scheduled laboratory from either Life Sciences or Physical Sciences or another laboratory course offered by the College of Natural Sciences. (Only 6 hours are required for students who meet the Liberal Arts Core laboratory requirement with a course other than one listed in Life or Physical Sciences.)

Teaching majors entering UNI in Fall 1995 or later must select courses from both Biological and Physical Sciences to complete Category III in the Liberal Arts Core program. The UNI Council on Teacher Education requires students to complete this coursework in order to be recommended for an Iowa teaching license.

A. Life Sciences (3 or 4 hours required)

For all courses listed under Life Sciences and Physical Sciences, with the exception of 990:010, a student must have satisfied University entrance requirements in English and Mathematics. (College of Natural Science majors may meet the Life Sciences requirement by completing 840:051 or 840:052.)

- 820:032*B Inquiry into Life Science, 4 hours
- 840:012B Life: The Natural World, 3 hours
- 840:013* Life: The Natural World - Lab, 1 hour
- 840:014B Life: Continuity and Change, 3 hours
- 840:015* Life: Continuing and Change - Lab, 1 hour
- 990:010B Human Origins, 3 hours

B. Biological Sciences requirement

*Lab course

B. Physical Sciences (3 or 4 hours required)

For all courses listed under Life Sciences and Physical Sciences, with the exception of 990:010, a student must have satisfied University entrance requirements in English and Mathematics. (College of Natural Sciences majors may meet the Physical Sciences requirement by completing 860:004, 860:070, 880:054, or 880:130. Design, Family and Consumer Sciences majors may meet the Physical Sciences requirements by completing 860:044 or 860:061.)

- 820:031*P Inquiry into Physical Science, 4 hours
- 860:010**P Principles of Chemistry, 3-4 hours
- 870:010**P Astronomy, 3-4 hours
- 870:021P Elements of Weather, 3 hours
- 870:031*P Physical Geology, 4 hours
- 880:011*P Conceptual Physics, 4 hours
- 880:012P Physics in Everyday Life, 3 hours
- 970:026**P Physical Geography, 3-4 hours

* Lab Course

** Lab Course if 4-hour option elected

P Physical Sciences requirement

V. Social Science

6 hours

A. Individual & Cultural Perspectives (3 hours required)

- 310:053 Human Identity & Relations, 3 hours
- 400:008 Intro to Psychology, 3 hours
- 900:020 Women, Men & Society, 3 hours
- 450:045/900:045/980:045 Am Racial & Ethnic Studies, 3 hours
- 900:023 American Civilization, 3 hours

B. Institutional Perspectives (3 hours required)

- 920:024* Intro to Economics, 3 hours
- 942:014 Intro to American Politics, 3 hours
- 980:058 Principles of Sociology, 3 hours
- 970:010 Human Geography, 3 hours
- 450:041/900:041 Social Welfare: World View, 3 hours
- 943:024 International Relations, 3 hours

*Satisfactory completion of both 920:053 and 920:054 by all non-business majors and business teaching majors, through UNI or transfer, may substitute for 920:024.)

VI. Capstone Experience

2 hours

- 820:140 Environment, Technology, and Society, 2 hours
- 640:173/650:173 Bio-medical Ethics, 3 hours - TBR
- 980:060 Social Problems, 3 hours - TBR
- xxxxxx Others, 2-3 hours - TBR

TOTAL

42 HOURS

TBR - To Be Reviewed by Liberal Arts Core Committee as per standard procedures.

REVISED LIBERAL ARTS CORE*
FOR ALL NEW STUDENTS ENTERING UNI FALL 1998 AND THEREAFTER

1. Liberal Arts Core courses may be used to satisfy requirements for both the Liberal Arts Core program and the major, minor, and program emphasis.
2. Departments offering a liberal arts core course may preclude their major or minor students from taking that particular course to satisfy the requirements for the liberal arts core, the major, or the minor.
3. Liberal Arts Core requirements can be met through CLEP examinations, departmental examinations and the Advanced Placement Program of the College Entrance Examination Board. CLEP examinations do not include the mandatory laboratory course requirement. A student who receives CLEP credit in both the physical and biological sciences shall be considered to have fulfilled the laboratory requirement.
4. All courses taken to meet liberal arts core requirements must be taken for graded credit.
5. The liberal arts core program requirements apply to all undergraduate degree programs.

- I. Civilizations and Cultures 11 hours
- A. Humanities (8 hours required)
- 680:021 Humanities I, 4 hours
- 680:022 Humanities II, 4 hours
- B. Non-Western Cultures (3 hours required)
- Prerequisites: Completion of 680:021 (Humanities I) and 680:022 (Humanities II).*
- 680:121 Russia/Soviet Union, 3 hours
- 680:122 Japan, 3 hours
- 680:123 Latin America, 3 hours
- 680:124 China, 3 hours
- 680:125 India, 3 hours
- 680:127 Middle East, 3 hours
- 680:128 Africa, 3 hours
- 680:132/990:132 Native North America, 3 hours
- 680:137/990:137 Native Central and South America, 3 hours

- II. Fine Arts, Literature, Philosophy and Religion 6 hours
- A. Fine Arts (3 hours required)*
- 420:034 Survey of Dance History, 3 hours
- 490:002 The Theatrical Arts and Society, 3 hours
- 520:020 Our Musical Heritage, 3 hours
- 520:030 Music of Our Time, 3 hours
- 600:002 Visual Inventions, 3 hours
- 600:004 Visual Perceptions, 3 hours
- *590:011 may substitute for the Fine Arts requirement for all music majors
- B. Literature, Philosophy, or Religion (3 hours required)
- 620:031 Introduction to Literature, 3 hours
- 640:024 Religions of the World, 3 hours
- 650:021 Philosophy: Basic Questions, 3 hours
- 720:031 Introduction to Francophone Literature in Translation, 3 hours
- 740:031 Introduction to German Literature in Translation, 3 hours
- 770:031 Introduction to Russian Literature in Translation, 3 hours
- 790:031 Introduction to Portuguese and Hispanic Literatures in Translation, 3 hours

- III. Natural Science and Technology 9 hours
- Students are required to take a course with a scheduled laboratory from either Life Sciences or Physical Sciences or another laboratory course offered by the College of Natural Sciences. (Only 8 hours are required for students who meet the liberal arts core laboratory requirement with a course other than one listed in Life or Physical Sciences.)

Teaching majors entering UNI in Fall 1995 or later must select courses from both biological and physical sciences to complete Category III in the Liberal Arts Core. The UNI Council on Teacher Education requires students to complete this coursework in order to be recommended for an Iowa teaching license.

- A. Life Sciences (3 or 4 hours required)
- For all courses listed under Life Sciences and Physical Sciences, with the exception of 990:010, a student must have satisfied University entrance requirements in English and Mathematics. (College of Natural Science majors may meet the Life Sciences requirement by completing 840:051 or 840:052.)

- 820:032*B Inquiry into Life Science, 4 hours
- 840:012B Life: The Natural World, 3 hours
- 840:013* Life: The Natural World - Lab, 1 hour
- 840:014B Life: Continuity and Change, 3 hours
- 840:015* Life: Continuing and Change - Lab, 1 hour
- 990:010B Human Origins, 3 hours
- *Lab course

B Biological Sciences requirement

III. Natural Science and Technology (continued)

B. Physical Sciences (3 or 4 hours required)

For all courses listed under Life Sciences and Physical Sciences, with the exception of 990:010, a student must have satisfied University entrance requirements in English and Mathematics. (College of Natural Sciences majors may meet the Physical Sciences requirement by completing 860:044, 860:070, 880:054, or 880:130. Design, Family and Consumer Sciences majors may meet the Physical Sciences requirement by completing 860:044 or 860:061.)

- 820:031*P Inquiry into Physical Science, 4 hours
- 860:010**P Principles of Chemistry, 3-4 hours
- 870:010**P Astronomy, 3-4 hours
- 870:021P Elements of Weather, 3 hours
- 870:031*P Physical Geology, 4 hours
- 880:011*P Conceptual Physics, 4 hours
- 880:012P Physics in Everyday Life, 3 hours
- 970:026**P Physical Geography, 3-4 hours
- * Lab Course
- ** Lab Course if 4-hour option elected
- P Physical Sciences requirement

C. Capstone (2 hours, required)

(Prerequisite: Completion of both Life Sciences and Physical Sciences requirements and junior or senior standing.)

- 820:140 Environment, Technology, and Society, 2 hours

IV. Social Science 9 hours

Required: one course from group A, one course from group B, and one course from group A, B, or C. (Students cannot count both 970:010 and 970:040 toward the liberal arts core.)

- A. Group A Sociocultural and Historical Perspectives
- 900:023 American Civilization, 3 hours
- 970:010 Human Geography, 3 hours
- 970:040 World Geography, 3 hours
- 980:058 Principles of Sociology, 3 hours
- 990:011 Culture, Nature, and Society, 3 hours
- B. Group B Individual and Institutional Perspectives
- 310:053 Human Identity and Relationships, 3 hours
- 400:008 Introduction to Psychology, 3 hours
- 920:024* Introduction to Economics, 3 hours
- 942:014 Introduction to American Politics, 3 hours
- 943:024 International Relations, 3 hours
- *Satisfactory completion of both 920:053 and 920:054 by all non-business majors and Business Teaching majors, through UNI or transfer, may substitute for 920:024.)
- C. Group C Topical Perspectives
- 450:041/900:041 Social Welfare: A World View, 3 hours
- 450:045/900:045/980:045 American Racial & Ethnic Minorities, 3 hours
- 900:020 Women, Men, and Society, 3 hours
- 900:080 Conflict and Social Reconstruction, 3 hours
- 900:085 The Nature of Social Issues, 3 hours
- 900:090 Children and Youth: Issues and Controversies, 3 hours
- 940:020 Contemporary Political Problems, 3 hours
- 980:060 Social Problems, 3 hours

V. Communication Essentials 9 hours

- A. Writing and Reading (3 hours required)
- Students with an English ACT of 25 or higher are exempted from 620:005 as a Liberal Arts Core requirement. College of Business majors are required to complete 620:005 as part of their program requirements.*
- 620:005 College Reading and Writing, 3 hours
- 620:015 Expository Writing, 3 hours
- 620:034 Critical Writing About Literature, 3 hours
- B. Speaking and Listening (3 hours required)
- 48C:001 Oral Communication, 3 hours
- C. Quantitative Techniques and Understanding (3 hours required)
- 800:023 Mathematics in Decision Making, 3 hours
- 800:060 Calculus I, 4 hours
- 800:072 Introduction to Statistical Methods, 3 hours
- 800:092 Introduction to Mathematical Modeling, 3 hours

VI. Personal Wellness 3 hours

440:010 Personal Wellness, 3 hours

TOTAL 47 HOURS

* Formerly titled "General Education Program"

Table A11. Academic Year 2002-2003 Official Course Enrollment

Number	Name	Sections Fall/Spring	Fall 2002	Spring 2003	Total Enroll
Group A: Sociocultural & Historical Perspectives					3282
900:023	American Civilization	11/9	331	289	620
970:010	Human Geography	4/3	224	138	362
970:040	World Geography	4/4	528	499	1027
980:058	Principles of Sociology	6/7	451	414	865
990:011	Culture Nature & Society	5/4	222	186	408
Group B: Individual and Institutional Perspectives					3492
310:053	Human Identity & Relations	7/5	451	290	741
400:008	Intro to Psychology	5/4	979	644	1623
920:024	Intro to Economics	2/3	174	158	332
942:014	Intro American Politics	2/3	243	262	505
943:024	International Relations	4/5	128	163	291
Group C: Topical Perspectives					773
450:041	Social Welfare World View	3/3	113	113	226
450:045	Am Racial & Ethnic Stud	1/2	26	36	62
900:020	Women Men & Society	4/4	164	147	311
900:080	Conflict & Soc Reconstruct	0/0	0	0	0
900:085	Nature of Soc Issues	0/0	0	0	0
900:090	Child & Youth: Issues	0/0	0	0	0
940:020	Contemp Polit Problems	0/0	0	0	0
980:060	Social Problems	1/1	129	45	174

Note: 900:080 offered one section in Spring 2002; 940:020 offered two sections in Fall 2001. Otherwise, courses with no enrollment in AY 2002-2003 also had no enrollment in AY 2001-2002.

Table B. Category 4 (Social Science) Review Team Proposed Realignment

Number	Name	Sections Fall/Spring	Fall 2002	Spring 2003	Total Enroll
Group A: Individual & Cultural Perspectives					3602
310:053	Human Identity & Relations	7/5	451	290	741
400:008	Intro to Psychology	5/4	979	644	1623
980:058	Principles of Sociology*	6/7	451	414	865
900:020	Women Men & Society	4/4	164	147	311
450:045	Am Racial & Ethnic Stud	1/2	26	36	62
Group B: Institutional Perspectives					1631
900:023	American Civilization	11/9	331	289	620
920:024	Intro to Economics	2/3	174	158	332
942:014	Intro American Politics	2/3	243	262	505
980:060	Social Problems	1/1	129	45	174
Group C: International Perspectives					2314
450:041	Social Welfare World View	3/3	113	113	226
943:024	International Relations	4/5	128	163	291
970:010	Human Geography*	4/3	224	138	362
970:040	World Geography	4/4	528	499	1027
990:011	Culture Nature & Society	5/4	222	186	408

Appendix B: Memorandum: Liberal Arts Core Proposal (3/4/04)

TO: University Faculty Senate

FROM: Liberal Arts Core Committee

SUBJECT: Liberal Arts Core Proposal (Draft for Discussion; 3/8/04)

DATE: March 4, 2004

After careful consideration and thoughtful deliberation regarding the input we have received from the College Senates and other interested parties, the Liberal Arts Core Committee proposes the following recommendations for approval by the University Faculty Senate as outlined in the Liberal Arts Core Proposal (Draft for Discussion; 3/08/04):

1. That the Core Competencies Category I be established to include Reading and Writing, Speaking and Listening, Quantitative Techniques and Understanding, and Personal Wellness.
2. That the Social Sciences Category be reduced by 3 hours with students required to take one course from Group A. Individual & Cultural Perspectives and one course from Group B. Institutional & International Perspectives for a total of 6 hours.
3. That the new Capstone model as outlined in the Capstone Proposal and FAQs about the New Capstone Model (2/23/04) be adopted as a separate category (VI) with this requirement being reviewed by the Liberal Arts Core Committee after a period of three years.

We suggest that these recommendations be acted on in the order they are listed. It should be noted that approval of the Core Competencies Category I will cause a change in the other Category numbers, e.g., Civilizations & Cultures will become Category II, Fine Arts, Literature, Philosophy and Religion will become Category III, and minor changes in some of the Category descriptions.

In view of the controversy surrounding the original discussion proposal related to the Non-Western Cultures Category, the LAC Committee has decided to defer any recommendations regarding this Category until the Non-Western Cultures Category faculty have had ample opportunity to further discuss the issues and questions that were raised and report their conclusions to the LAC Committee and University Faculty Senate.

Appendix C: Draft for Discussion (3/8/04)

I. Core Competencies**12 hours****A. Reading and Writing (3 hours required)**

- 620:005 College Reading and Writing, 3 hours
 620:015 Expository Writing, 3 hours
 70:034 Critical Writing About Literature, 3 hours

B. Speaking and Listening (3 hours required)

- 48C:001 Oral Communication, 3 hours

C. Quantitative Techniques and Understanding (3 hours required)

- 800:023 Mathematics in Decision Making, 3 hours
 800:060 Calculus I, 4 hours
 800:072 Introduction to Statistical Methods, 3 hours
 800:092 Introduction to Mathematical Modeling, 3 hours

D. Personal Wellness (3 hours required)

- 440:010 Personal Wellness, 3 hours

II. Civilizations and Cultures**9 hours****A. Humanities***(Students must complete 2 of 3 courses-6 hours required)*

- 680:021 Humanities I: The Ancient, Classical, and Medieval Worlds, 3 hours
 680:022 Humanities II: The Renaissance, Reformation, and Enlightenment, 3 hours
 680:023 Humanities III: The Age of Revolution to the Present, 3 hours

B. Non-Western Cultures (3 hours required)

- 680:121 Russia/Soviet Union, 3 hours
 680:122 Japan, 3 hours
 680:123 Latin America, 3 hours
 680:124 China, 3 hours
 680:125 India, 3 hours
 680:127 Middle East, 3 hours
 680:128 Africa, 3 hours
 680:132/990:132 Native North America, 3 hours
 780:137/990:137 Native Central and South America, 3 hours

III. Fine Arts, Literature, Philosophy and Religion**6 hours****A. Fine Arts (3 hours required)***

- 420:034 Survey of Dance History, 3 hours
 490:002 The Theatrical Arts and Society, 3 hours
 520:020 Our Musical Heritage, 3 hours
 520:030 Music of Our Time, 3 hours
 600:002 Visual Inventions, 3 hours
 600:004 Visual Perceptions, 3 hours
 *590:011 may substitute for the Fine Arts requirement for all music majors

B. Literature, Philosophy, or Religion (3 hours required)

- 620:031 Introduction to Literature, 3 hours
 640:024 Religions of the World, 3 hours
 650:021 Philosophy: Basic Questions, 3 hours
 720:031 Introduction to Francophone Literature in Translation, 3 hours
 740:031 Introduction to German Literature in Translation, 3 hours
 770:031 Introduction to Russian Literature in Translation, 3 hours
 790:031 Introduction to Portuguese and Hispanic Literatures in Translation, 3 hours

IV. Natural Science and Technology**7 hours**

Students are required to take a course with a scheduled laboratory from either Life Sciences or Physical Sciences or another laboratory course offered by the College of Natural Sciences. (Only 6 hours are required for students who meet the Liberal Arts Core laboratory requirement with a course other than one listed in Life or Physical Sciences.)

Teaching majors entering UNI in Fall 1995 or later must select courses from both Biological and Physical Sciences to complete Category III in the Liberal Arts Core program. The UNI Council on Teacher Education requires students to complete this coursework in order to be recommended for an Iowa teaching license.

A. Life Sciences (3 or 4 hours required)

For all courses listed under Life Sciences and Physical Sciences, with the exception of 990:010, a student must have satisfied University entrance requirements in English and Mathematics. (College of Natural Science majors may meet the Life Sciences requirement by completing 840:051 or 840:052.)

- 820:032*B Inquiry Into Life Science, 4 hours
 840:012B Life: The Natural World, 3 hours
 840:013* Life: The Natural World - Lab, 1 hour
 840:014B Life: Continuity and Change, 3 hours
 840:015* Life: Continuing and Change - Lab, 1 hour
 990:010B Human Origins, 3 hours

B Biological Sciences requirement

*Lab course

B. Physical Sciences (3 or 4 hours required)

For all courses listed under Life Sciences and Physical Sciences, with the exception of 990:010, a student must have have satisfied University entrance requirements in English and Mathematics. (College of Natural Sciences majors may meet the Physical Sciences requirement by completing 860:044, 860:070, 880:054, or 880:130. Design, Family and Consumer Sciences majors may meet the Physical Sciences requirements by completing 860:044 or 860:061.)

- 820:031*P Inquiry into Physical Science, 4 hours
 860:010**P Principles of Chemistry, 3-4 hours
 870:010**P Astronomy, 3-4 hours
 870:021P Elements of Weather, 3 hours
 870:031*P Physical Geology, 4 hours
 880:011*P Conceptual Physics, 4 hours
 880:012P Physics in Everyday Life, 3 hours
 970:026**P Physical Geography, 3-4 hours

* Lab Course

** Lab Course if 4-hour option elected

P Physical Sciences requirement**V. Social Science****6 hours****A. Individual & Cultural Perspectives (3 hours required)**

- 31F:010 Human Identity & Relationships, 3 hours
 400:001 Introduction to Psychology, 3 hours
 980:001 Introduction to Sociology, 3 hours
 900:020 Women, Men & Society, 3 hours
 450:045/900:045/980:045 American Racial & Ethnic Minorities, 3 hours
 990:011 Culture, Nature & Society, 3 hours

B. Institutional & International Perspectives (3 hours required)

- 900:023 American Civilization, 3 hours
 920:024* Introduction to Economics, 3 hours
 942:014 Introduction to American Politics, 3 hours
 980:060 Social Problems, 3 hours
 450:041/900:041 Social Welfare: A World View, 3 hours
 943:024 International Relations, 3 hours
 970:010 Human Geography, 3 hours
 970:040 World Geography, 3 hours
 940:020 Contemporary Political Problems, 3 hours

*Satisfactory completion of both 920:053 and 920:054 by all non-business majors and business teaching majors, through UNI or transfer, may substitute for 920:024.)

VI. Capstone Experience**2 hours**

- 820:140 Environment, Technology, and Society, 2 hours
 (Prerequisite: Completion of both Life Sciences and Physical Sciences requirements and junior or senior standing.)

Other courses, subject to LAC review and approval.

TOTAL**42 HOURS**

Appendix D: FAQs about the New Capstone Model (2/23/04)

FAQs about the New Capstone Model (2/23/04)

1. If the Liberal Arts Core (LAC) Committee is interested in reducing the number of hours in the Core why not cut Capstone?

The LAC Committee is interested in reducing the number of hours in the Core to provide students with more flexibility and smooth the pathway to graduation if this can be accomplished while maintaining the quality of the Core. The LAC Committee has had extensive discussions about reducing the number of hours in the Core and Capstone and has concluded that the new Capstone model is a very important part of the Core and one that will enhance the academic quality of the Core. Additionally, the Capstone course plays a critical role in the University's Student Outcome Assessment plan and in the LAC Student Outcome Assessment Plan.

As a University we state that our undergraduate programs are founded on a strong liberal arts curriculum and that the American Association of College and Universities (AAC&U) "Statement on Liberal Learning" reflects the purposes of our Core. Many of the qualities discussed in this statement are reflected in the original design of the Capstone course and in the new Capstone model.

The AAC&U statement notes that a "liberal education requires that we...explore connections among formal learning, citizenship, and service to our communities", thus the connection to service-based learning in the new Capstone model. The statement also declares that, "Liberal learning is not confined to particular fields of study", thus the multidisciplinary nature of the new Capstone model.

2. Why did the LAC Committee decide to develop a new Capstone model?

As a result of the Category 3 (Natural Science & Technology) Review (Final Report, May, 2002) the examination of Capstone resulted in mixed views regarding the efficacy, content, and the model currently being used. One of the Review Team's recommendations was that a proposal for a revised/updated model for Capstone should be developed.

The new Capstone model was one of three models considered by the College of Natural Sciences (CNS) Senate. After polling departments within CNS, the CNS Senate passed the following motion on January 31, 2003, "The CNS Senate agrees that Capstone should be a campus wide offering and support [sic] the proposed Category 7 [new Capstone model] in its broad intent".

3. What are the goals of the new Capstone model?

An over-arching goal of the Liberal Arts Core is for students to recognize the

connectedness of things, to develop the disposition to perceive reality as a whole, seeing beyond partial disciplinary perspectives. Likewise, the Liberal Arts Core strives to help students achieve an integrative understanding of the connections and interactions between different parts of the human and natural world, the values we seek, the actions we take and the consequences that ensue¹.

The new Capstone model proposes that an integrative Liberal Arts Core experience as offered through a Capstone course can help reach these goals and aid in preparing UNI students for the complex world of ideas that should engage them during their lives as educated citizens.

4. How will the quality of the new Capstone courses be ensured?

The quality of the new Capstone courses, like all Liberal Arts Core (LAC) and major courses, begins with the integrity of the individual faculty member teaching the course and his/her commitment to excellence. The Department Head, Dean and ultimately the Provost have the responsibility to ensure that all courses taught at UNI are quality offerings.

Like every other category within the LAC, the new Capstone category will be reviewed on a regular basis, which includes student outcomes assessment and faculty and student perceptions of the course.

5. How will the new Capstone courses be managed?

Multiple sections of Capstone can be managed in a manner similar to Humanities. The Capstone Coordinator, like the Humanities Chair can call regular meetings of the Capstone faculty to address important issues and convene the Department Heads and Deans with faculty teaching Capstone, the Associate Registrar, and Liberal Arts Core Coordinator prior to each semester to determine the number of sections needed. This process guarantees that students' needs will be met.

6. Doesn't Capstone have to be housed in a specific Department or College?

No. There are other categories within the Core, e.g., Humanities, Non-Western Cultures, that are not housed in a specific Department or College because their courses are offered by more than one Department and College.

¹UNI Statement on the Goals of the Liberal Arts Core –Working Document:
<http://fp.uni.edu/lac/>)

7. Who will approve the new courses; will Bev Kopper or the Administration approve them?

The LAC Committee will approve new courses. Bev Kopper or the Administration will not approve new courses. Bev Kopper is the Coordinator of the LAC and the Chair of the LAC Committee, but she is not a voting member of the Committee. There is an established LAC procedure by which all new LAC courses are reviewed and voted on by the LAC Committee. Voting members include a representative from each College, the University Faculty Senate, library, and a student representative.

8. Is the addition of service-based learning an excuse to let internships satisfy the Capstone requirement?

No. Service-based learning courses are not internships. Service learning is defined as a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs, AND (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

The following are examples of service-based learning courses offered at other Universities:

Environment Advocacy: Critical Thinking...Critical Action: Portland State University

Courses in which there is a connection between the academic content of the University course and a community project. A University instructor and a class of students respond to a community need. The response takes the form of a course assignment whereby students work in community activities that provide service as well as promote relevance of course content. The community partner gains student assistance and the University partners (faculty and students) gain enhanced teaching and learning. Capstone teams are composed of students from multiple disciplines.

The Environmental Advocacy Capstone will develop individual understanding of citizen engagement in environmental issues. The course seeks to bridge the divide between theory and practice by engaging in critical analysis of literature in conservation, environmentalism, governance, policy definition, and administrative process. Students are required to work with a local environmental organization to fulfill requirements of the course. Student projects vary with interest and based on individual need but have included, developing papers for publication, grant writing proposals, developing advocacy plans and position statements, and on-the-ground surveys. Students will be given the

opportunity for practice and reflection of the meaning of citizen participation in community based natural resource management decisions.

MASSPIRG- Community Service Learning (CSL); University of Massachusetts

CSL: empowers students and communities through "real world" interactions; bridges thought and action, enabling students to conceptualize strategies and act on their convictions; offers new insights and challenging contexts for academic learning and opportunities for research; opens up new and important career opportunities; provides enriched academic and small group collaborative service experiences.

MassPIRG is the largest environmental and consumer group in Massachusetts. This student founded and run group was started in 1972 here at the University. Currently, the University chapter is involved in legislative work, consumer advocacy, voter registration and education. Over the past twenty years, MassPIRG has issued research reports on dozens of topics of interest (ranging from bank fees to the depletion of the ozone layer), assisted in the passing of dozens of environmental and consumer protection laws, won regulatory and judicial decisions against polluters, and registered thousands of student voters to partake in the political process. MassPIRG provides students with opportunities to attack social/global issues, such as homelessness, the endangerment of species and wasteful energy use, as well as to assume organizational responsibilities and to learn about social/global issues from experienced professionals. There are nearly 100 active members of the UMass chapter of MassPIRG who work on several projects each year including MassPIRG's major Hunger Clean-Up project and several Earth Week activities. In addition, members work with the Northampton and Amherst Survival Centers and the Amherst Family Center.

The Sociological Perspective; Princeton University

Community-based learning enriches coursework by encouraging students to apply the knowledge and analytic tools gained in the classroom to the pressing issues that affect local communities. Working with faculty members and community leaders, students develop research projects, collect and analyze data, and share their results and conclusions with the organizations and agencies that need the information, as well as with their professors. Not only does the community benefit, but students' understanding of the subject is also greatly enhanced.

Why do law-abiding people turn into mobs under certain circumstances? Why are immigrants preferred over native born citizens in some kinds of employment? Women still earn lower wages than men; why? Is prejudice the same as racial discrimination? These questions are significant in any attempt to explain social behavior. They also have implications for the

design and implementation of public policy. The purpose of this course is to acquire a systematic understanding of the sociological approach. This course will incorporate and explore other disciplines such as economics and political science to help gain a comprehensive understanding of the social landscape.

9. Won't it be a waste of faculty time and isn't it inappropriate to have the Committee approve the reading list for every section of the course?

The LAC Committee will not approve the reading list for every section of the course.

10. If Capstone resides in its own Category, shouldn't it be moved completely out of CNS (Category 3)?

Yes. The new Capstone model proposes that Capstone be a University-wide endeavor best organized as a distinct part of the LAC within a new Category.

11. Isn't it true that no one wants to teach Capstone, that faculty are forced to teach it or are assigned to teach it as a punishment and that it is essentially a dumping ground for instructors with no knowledge of the field?

Most instructors of Capstone teach it because they select to teach it and have the necessary background.

12. Will all new courses have to be developed or are there any current courses that anyone has suggested might be offered as Capstone courses?

New courses certainly can be developed or current courses may be offered if they meet the specified Capstone course criteria. In fact 14 faculty members have responded to the Carver Grant Summer Institute regarding Integrating Disciplines in the Liberal Arts Core. It has been suggested that Bio-medical Ethics (640/650:173), Social Problems (980:060), Contemporary Political Problems (940:020), and the Nature of Social Issues (900:085) are courses that might be offered as Capstone courses.

13. Doesn't Capstone place too much of a financial burden on CNS, especially the Biology Department related to the hiring of adjuncts?

The new Capstone model would reduce the financial burden on CNS and the Biology Department because Capstone would be a University-wide endeavor and no longer a part of Category 3 (Natural Science & Technology).

Capstone Offerings- CNS

Semester	Sections taught by Adjuncts	Total Sections	Percentage
Fall 2002	20	32	62.50
Spring 2003	22	37	59.46
Fall 2003	8	21	38.10
Spring 2004	16	29	55.17

Capstone Offerings – Biology Department

Semester	T/TT Faculty		Adjuncts		Total Sections taught by Biology Dept.	Total Sections Offered
Fall 2002	5	(15.63%)	1	(3.13%)	6 (18.75%)	32
Spring 2003	7	(18.92%)	10	(27.03%)	17 (45.95%)	37
Fall 2003	12	(57.14%)	3	(14.29%)	15 (71.43%)	21
Spring 2004	7	(24.14%)	4	(13.79%)	11 (37.93%)	29

14. Could a call for proposals go out to all faculty interested in teaching a Capstone section similar to the format used for the Presidential Scholars Seminars?

That could be a possibility. Every year there are many more Presidential Scholars Seminar proposals submitted than can be approved as course offerings (approximately 15-25% of the proposals are approved). The 2-credit format would fit nicely with the new Capstone model if the course meets the specified Capstone course criteria. Faculty who have submitted Presidential Scholars Seminar proposals could certainly submit their proposals for review. It should be noted that the LAC new course review process is designed to establish permanent courses within the LAC and is different from the annual competitive nature of the Presidential Scholars Seminar review process.

Appendix E: The 2004 Liberal Arts Core

2004 LIBERAL ARTS CORE

Category 1. Core Competencies

12 hours

- A. Reading and Writing (3 hours required)
 - 620:005 College Reading and Writing, 3 hours
 - 620:015 Expository Writing, 3 hours
 - 620:034 Critical Writing About Literature, 3 hours
- B. Speaking and Listening (3 hours required)
 - 48C:001 Oral Communication, 3 hours
- C. Quantitative Techniques and Understanding (3 hours required)
 - 800:023 Mathematics in Decision Making, 3 hours
 - 800:060 Calculus I, 4 hours
 - 800:072 Introduction to Statistical Methods, 3 hours
 - 800:092 Introduction to Mathematical Modeling, 3 hours
- D. Personal Wellness (3 hours required)
 - 440:010 Personal Wellness, 3 hours

Category 2. Civilizations and Cultures

9 hours

- A. Humanities (6 hours required)
 - 680:021 Humanities I: The Ancient, Classical, and Medieval Worlds, 3 hours
 - 680:022 Humanities II: The Renaissance, Reformation, and Enlightenment, 3 hours
 - 680:023 Humanities III: The Age of Revolution to the Present, 3 hours
- B. Non-Western Cultures (3 hours required)
 - 680:121 Russia/Soviet Union, 3 hours
 - 680:122 Japan, 3 hours
 - 680:123 Latin America, 3 hours
 - 680:124 China, 3 hours
 - 680:125 India, 3 hours
 - 680:127 Middle East, 3 hours
 - 680:128 Africa, 3 hours
 - 680:132/990:132 Native North America, 3 hours
 - 680:137/990:137 Native Central and South America, 3 hours

Category 3. Fine Arts, Literature, Philosophy and Religion

6 hours

- A. Fine Arts (3 hours required)*
 - 420:034 Survey of Dance History, 3 hours
 - 490:002 The Theatrical Arts and Society, 3 hours
 - 520:020 Our Musical Heritage, 3 hours
 - 520:030 Music of Our Time, 3 hours
 - 600:002 Visual Inventions, 3 hours
 - 600:004 Visual Perceptions, 3 hours
 - *590:011 may substitute for the Fine Arts requirement for all music majors, 3 hours
- B. Literature, Philosophy, or Religion (3 hours required)
 - 620:031 Introduction to Literature, 3 hours
 - 640:024 Religions of the World, 3 hours
 - 650:021 Philosophy: Basic Questions, 3 hours
 - 720:031 Introduction to Francophone Literature in Translation, 3 hours
 - 740:031 Introduction to German Literature in Translation, 3 hours
 - 770:031 Introduction to Russian Literature in Translation, 3 hours
 - 790:031 Introduction to Portuguese and Hispanic Literatures in Translation, 3 hours

Category 4. Natural Science and Technology

7 hours

Students are required to take a course with a scheduled laboratory from either Life Sciences or Physical Sciences or another laboratory course offered by the College of Natural Sciences. (Only 6 hours are required for students who meet the liberal arts core laboratory requirement with a course other than one listed in Life or Physical Sciences.)

- A. Life Sciences (3 or 4 hours required)

For all courses listed under Life Sciences and Physical Sciences, with the exception of 990:010, a student must have satisfied University entrance requirements in English and Mathematics. (College of Natural Science majors may meet the Life Sciences requirement by completing 840:051 or 840:052.)

- 820:032* Inquiry into Life Science, 4 hours
- 840:012 Life: The Natural World, 3 hours
- 840:013* Life: The Natural World - Lab, 1 hour
- 840:014 Life: Continuity and Change, 3 hours
- 840:015* Life: Continuing and Change - Lab, 1 hour
- 990:010 Human Origins, 3 hours
- *Lab course

Category 4. Natural Science and Technology (continued)

- B. Physical Sciences (3 or 4 hours required)

For all courses listed under Life Sciences and Physical Sciences, with the exception of 990:010, a student must have satisfied University entrance requirements in English and Mathematics. (College of Natural Sciences majors may meet the Physical Sciences requirement by completing 860:044, 860:070, 880:054, or 880:130. Design, Family and Consumer Sciences majors may meet the Physical Sciences requirement by completing 860:044 or 860:061.)

- 820:031* Inquiry into Physical Science, 4 hours
- 860:010** Principles of Chemistry, 3-4 hours
- 860:011 Molecules and Life, 3 hours
- 870:010** Astronomy, 3-4 hours
- 870:021 Elements of Weather, 3 hours
- 870:031* Physical Geology, 4 hours
- 880:011* Conceptual Physics, 4 hours
- 880:012 Physics in Everyday Life, 3 hours
- 970:026** Physical Geography, 3-4 hours
- * Lab Course
- ** Lab Course if 4-hour option elected

Category 5. Social Science

9 hours

Required: one course from group A, one course from group B, and one course from group A, B, or C. (Students cannot count both 970:010 and 970:040 toward the liberal arts core.)

- A. Group A Sociocultural and Historical Perspectives
 - 900:023 American Civilization, 3 hours
 - 970:010 Human Geography, 3 hours
 - 970:040 World Geography, 3 hours
 - 980:001 Introduction to Sociology, 3 hours
 - 990:011 Culture, Nature, and Society, 3 hours
- B. Group B Individual and Institutional Perspectives
 - 31F:010 Human Identity and Relationships, 3 hours
 - 400:001 Introduction to Psychology, 3 hours
 - 920:024* Introduction to Economics, 3 hours
 - 942:014 Introduction to American Politics, 3 hours
 - 943:024 International Relations, 3 hours
 - *Satisfactory completion of both 920:053 and 920:054 by all non-business majors and Business Teaching majors, through UNI or transfer, may substitute for 920:024.)
- C. Group C Topical Perspectives
 - 450:041/900:041 Social Welfare: A World View, 3 hours
 - 450:045/900:045/980:045 American Racial & Ethnic Minorities, 3 hours
 - 900:020 Women, Men, and Society, 3 hours
 - 900:080 Conflict and Social Reconstruction, 3 hours
 - 900:085 The Nature of Social Issues, 3 hours
 - 900:090 Children and Youth: Issues and Controversies, 3 hours
 - 940:020 Contemporary Political Problems, 3 hours
 - 980:060 Social Problems, 3 hours

Category 6. Capstone Experience

2 hours

- (Prerequisite: junior or senior standing.)
- 820:140 Environment, Technology, and Society, 2 hours
- (Prerequisite for 820:140: completion of both Life Sciences and Physical Sciences.)

TOTAL

45 HOURS

ADMINISTRATIVE POLICIES

1. Liberal Arts Core courses may be used to satisfy requirements for both the Liberal Arts Core program and the major, minor, and program emphasis. Departments offering a liberal arts core course may preclude their major or minor students from taking that particular course to satisfy the requirements for the liberal arts core, the major, or the minor.
2. Liberal Arts Core requirements can be met through CLEP examinations, departmental examinations and the Advanced Placement Program of the College Entrance Examination Board. CLEP examinations do not include the mandatory laboratory course requirement. A student who receives CLEP credit in both the physical and biological sciences shall be considered to have fulfilled the laboratory requirement.
3. No Liberal Arts Core course may be taken for graduate credit.
4. No Liberal Arts Core course may have a non-Liberal Arts Core course as a prerequisite.
5. All courses taken to meet liberal arts core requirements must be taken for graded credit.
6. The Liberal Arts Core program requirements apply to all undergraduate degree programs.

Appendix F: UNI Liberal Arts Core Category Review Schedule

UNI LIBERAL ARTS CORE
(formerly GENERAL EDUCATION PROGRAM)

Program Review Schedule

YEAR	AY	CATEGORY	TITLE
1	1991-1992	I	Humanities and Non-Western Cultures
2	1992-1993	VI	Personal Wellness
3	1993-1994	IV	Social Science
4	1994-1995	III	Natural Science and Technology
5	1995-1996	V	Communication Essentials
6	1996-1997	II	Fine Arts, Literature, Philosophy and Religion
7	1998-1999	VI	Personal Wellness
8	1999-2000	IA & IB	Humanities and Non-Western Cultures
9	2000-2001	IIA & IIB	Fine Arts, Literature, Philosophy and Religion
10	2001-2002	III	Natural Science and Technology
11	2002-2003	IV	Social Science
12	2003-2004	V	Communication Essentials
13	2004-2005	1D	Personal Wellness
14	2005-2006	2A & 2B	Humanities and Non-Western Cultures
15	2006-2007	3A & 3B	Fine Arts, Literature, Philosophy and Religion & Capstone Experience
16	2007-2008	4	Natural Science and Technology
17	2008-2009	5	Social Science
18	2009-2010	1	Core Competencies

Appendix G: Category 4 (Social Science) Review Summary

M E M O

TO: University Faculty Senate

FROM: Liberal Arts Core (LAC) Committee

SUBJECT: Category 4 (Social Science) Review Summary

DATE: October 10, 2003

The Category 4 (Social Science) review was scheduled for the 2002-2003 academic year. A letter (2/5/02) regarding this was sent to Dean Wallace, College of Social & Behavioral Sciences (CSBS) providing her with the necessary documents to complete the review. The LAC Coordinator and the CSBS representative to the LAC Committee who served as the liaison to the Category 4 Review Team met with the CSBS Senate on February 18, 2002 to discuss the review and to provide them with the necessary documents. The CSBS Deans scheduled a faculty forum on April 12, 2002 and a Social Science Liberal Arts Core Workshop (May 13-17, 2002) to explore "big ideas" in social science introductory courses with a focus on active learning strategies and the role of technology. One of the goals of the May workshop was to increase a sense of faculty community among those teaching in the Social Science Liberal Arts Core.

The Category 4 Review Team presented a draft report to the LAC Committee on March 3, 2003. The Committee discussed the Report on March 14, 2003 and on April 4, 2003 held a consultative session with the Category 4 Review Team. The final report was received on May 1, 2003. The University Liberal Arts Core Committee discussed and accepted the Category 4 Review Report during the October 3, 2003 meeting. The following is a summary of the key issues the Committee would like to bring forward for the Senate's consideration.

1. The Committee would like to commend the Category Review 4 Team for the quality of their report and the effort that was made in conducting the review. The Team concluded that Category 4 is meeting the revised goals and objectives and is garnering a generally positive response by faculty and students. It was reported that instructors used a wide variety of techniques, materials, and evaluation approaches in their courses and students acknowledged and appreciated the objectives of a liberal arts education, the positive impact of their Category 4 classes, and their satisfaction with the courses they took.
2. The Review Team appropriately cautioned readers that the results of the faculty survey and focus group should be interpreted with caution, noting the small sample size and lack of equal representation across groups. Although the focus group sample was extremely small (n=3), more faculty members completed the survey (n=29).
3. One of the major concerns of the LAC Committee is ensuring consistency and quality across multiple sections of LAC courses. Faculty who participated in the focus group

reported no formal means of ensuring comparability across sections, although they reported that faculty did informally speak with one another about course content and that although differences did exist, they believed the core issues were taught in every section. In view of the fact that only three faculty members responded to this question the LAC Committee recommends that the faculty involved in multiple sections of courses meet to discuss issues of consistency and quality.

The importance of faculty examining these issues across multiple sections is also highlighted by the student responses to the free response questions. The Report indicated that the perception of these courses as “just gen ed” remains and that some students identified classes as a waste of time and money. Some students were also reported as perceiving that the “just gen ed” attitude extended to instructors’ interest in teaching these classes. Several students noted that the material in these classes was too basic (although the opposite view was also expressed).

Therefore, the LAC Committee recommends that faculty meet not only to discuss issues of consistency and quality, but to have a thoughtful discussion about the level at which these courses are being taught. The LAC Committee recognizes that several Introductory courses, e.g., Introduction to Psychology, Principles of Sociology are taught in large classes to a wide variety of students, some of whom have had courses in these areas in high school. The collective wisdom of the faculty teaching these courses may lead to productive changes that might increase the quality and consistency of these sections, thus increasing the understanding and support of the LAC among students and faculty and decreasing the “just gen ed” perception (another major concern of the LAC Committee). This type of faculty discussion might also address the following suggestions mentioned by faculty survey respondents: emphasizing the importance of the liberal arts courses to students; providing connections between courses; and providing more depth in the courses rather than broad, generalized coverage.

In their overall summary, the Review Team noted some concern that students may not achieve the desired breadth of knowledge in the implicit core (Introduction to Psychology, World Geography, Human Identity & Relationship) since there is likely to be significant overlap in the content coverage of Introduction to Psychology and Human Identity & Relationships. The issues of core knowledge and curriculum offerings are of critical importance and again important topics of discussion for the Category 4 faculty.

Finally, it is hoped that course assignments be determined in a manner that reinforces and supports those instructors teaching quality liberal arts core courses and eliminates the practice of having instructors who are unmotivated and uninterested in “just gen ed” courses teaching in the Core.

4. The LAC Committee is fully supportive of the suggestion that smaller class sizes would be beneficial especially as this relates to increased writing opportunities.

5. The Report indicated that the first formal Student Outcomes Assessment of Category 4 will take place during the Fall 2003 semester and will be coordinated by the Associate Dean of the College of Social & Behavioral Sciences. The LAC Committee is fully supportive of this recommendation and looks forward to reviewing the results of the assessment. Likewise, the Committee is fully supportive of the suggestion that student outcomes assessments be conducted in the Fall semesters of odd-numbered years.
5. The LAC Committee suggests that the Category 4 instructors consider placing their course syllabi on the web making this information easily accessible for students as well as faculty. This would also facilitate future reviews of courses within the category.
6. In their overall summary and recommendations, the Review Team proposed a possible realignment of Category 4 courses. The Team also noted that the LAC Committee is considering a recommendation to reduce the number of credits required in Category 4. The LAC Committee is in the process of examining the LAC as a whole including a possible reduction of hours in Category 4 and a possible realignment of the courses in this category. The results of this LAC evaluation as recommended by the Board of Regents and requested by the University Faculty Senate will be presented to the Senate during the Fall, 2003 semester.